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ABSTRACT

This volume of modules is designed to disseminate some ideas and products of modular development and construction. The format for each of the modules includes an introduction or prospectus, preassessment, behavioral objectives, instructional alternatives, materials, postassessment, remediation, and student feedback. Modules dealing with the following subject areas are included: (a) instructional evaluation--process and product, (b) introduction to urban education as it relates to the black experience in the U.S., (c) problems and process, (d) problem solving, (e) role playing and decision making, (f) story reading, (g) value change, and (h) communication systems and communication breakdowns. (PD)

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SOME PRE-SERVICE MODULES

FOR THE

TOLEDO TEACHER CORPS PROGRAM

Edited by Dean L. Meinke,

Mary Jo Henning,

Grace Jordan,

and John Sikula

SP008 784

PREFACE

This volume of modules has been assembled for the purpose of dissemination of some ideas and products of a developmental effort in module construction among some members of the Teacher Corps Program at the University of Toledo. It is a basic assumption that benefits can accrue to members of other programs through the simple effort of sharing products of respective teacher corps programs. As in the old clicke, the wheel does not have to be reinvented each time a new application is made.

Further it is expected that by means of cooperative sharing, time of staff members in Teacher Corps' programs can be freed for more creative or innovative modular development. Moreover, it is not expected that all Teacher Corps programs will concentrate efforts upon identical modules nor will the modules presented herein work with the same degree of effectiveness in different programs. Rather, the purpose is to make the modules available for selection and use dependent upon decisions within the respective programs. Some programs may select and modify some modules to suit specific environmental settings.

Finally, it is through efforts of implementation and feedback concerning the effectiveness of the modules that changes toward improvement can be made. Such sharing of the products of modular development and the sharing of evaluative information relative to the implementation of these products will result in changes toward greater effectiveness, relevance and progress.

Dean L. Meinke
Mary Jo Henning
Grace Jordan
John Sikula

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Subject: Module Format

I. Introduction or Prospectus

A. This part of the module contains a brief rationale on overview for the module and may be viewed as an advance organizer.

B. List any prerequisites.

C. Specify criterion for acceptable attainment of the behavioral objectives of the module.

1. This may be stated as mastery of 85% of the items.
2. This may be stated as the completion of a contract which has been negotiated between the intern and the instructor.
3. This may be a consensus of raters or observors of a demonstration by the intern.

II. Pre-Assessment

III. Behavioral Objectives

A. These may be categorized as specified by Houston, et al. (1971) as follows:

1. Cognitive Based Objectives. Where the intern demonstrates proficiency at any level of Bloom's et al. taxonomy.

2. Performance Based Objectives. Where the intern demonstrates proficiency by doing rather than knowing.

3. Consequence Based Objectives. Where the intern demonstrates proficiency in bringing about some change in others, for example, pupils.

4. Exploratory Objectives. Where the intern is scheduled to experience an event rather than demonstrate a proficiency or a skill.

5. Affective Domain Objectives. Where the intern experiences feelings and awareness and sensitivity toward self and others. The intern may demonstrate changes in likes, dislikes, and attitudes.

IV. Instructional Alternatives

There may be a number of enabling activities identified which would facilitate the attainment of the behavioral objectives by interns. These activities may include, but are not limited to, lecture, discussion, demonstration, observation, self study,

role playing, contrived experiences, and simulated experiences. Begin with at least one alternative for achievement of the module. Other alternatives such as individual instructional packages may be developed at a later time.

V. Materials

List all materials such as books, pamphlets, audio-visual aides, and learning-instructional centers which will be required for the completion of the module.

VI. Post Assessment

VII. Remediation

This might be simply to recycle student through the same instructional activity or it may be to recommend some alternative instructional activity for the module.

VIII. Student Feedback

The intern makes an evaluation of the module and recommends changes.

INSTRUCTIONAL EVALUATION: PROCESS AND PRODUCT

AN INSTRUCTIONAL MODULE

Prepared and Developed by
Dean L. Meinke
The University of Toledo

30 March 1971

Introduction: In the present time there has been an increasing surge for organizations and individuals to become accountable as well as responsible for tasks assigned. Even in educational systems the by-word seems to be accountability. The implication of this statement leads to two possible impacts upon classroom teachers. The first is that there will need to be some revision in the conceptualizational framework of teachers. The second is that training sessions or experiences will need to be made available to facilitate this change. Given that there is a need for changes in some of the conceptualizations held by teachers, the purpose of this module is to provide informational inputs that might be used to foster this type of change. Two sub-goals for this module are to change the teacher's evaluation strategy from simple measures of the pupil's progress to include, in addition, evaluation strategies for measuring the effectiveness of instructional procedures and to provide teachers with the skills necessary to obtain information in order to make better decisions related to pupil progress and especially to instructional techniques.

An overview of this module includes the following components and/or activities:

-- Specific Behavioral Objectives of the Module

-- Pre-test

-- Basic Teaching Model

-- CIPP Model

-- Modified Basic Evaluation Model

-- Criterion and Norm Reference testing

-- Contrast Table of Criterion and Norm Referenced tests

-- Examples of Criterion Referenced Measures Related to Specific Behavioral Objectives

-- Post-test

-- List of References

Specific Behavioral Objectives of the Module

1. The learner will be able to draw and label the four components of Glaser's teaching model.

2. Given the component parts of Glaser's teaching model, the learner will be able to list two applications for each of the component parts.

3. Given a diagram of the simple CIPP evaluation model, the learner will be able to label each of the component parts and to write a definition for each part.

4. Given a simulated structured learning experience, the learner will be able to analyze the complex situation and to list in order the five phases of evaluation in order to provide information for the decision making process.

5. Given the simulated experience, the learner will be able to list two applications for each of the five phases of the Modified Basic Evaluation Mode.

6. Given a set of conditions and the type of decision to be made, the learner will assign criterion or norm referenced tests appropriately for each situation.

7. Given three specific behavioral objectives, the learner will write a criterion referenced item meeting the specific criterion of the behavior specified in each of the objectives.

Glaser's Instructional Model

Glaser (1962) has developed a conceptualization of a basic framework for a teaching model. His model contains the components of instructional objectives, entering behavior of the learner, instructional procedures, and performance assessment. The complete model with a feedback network is shown in figure 1.

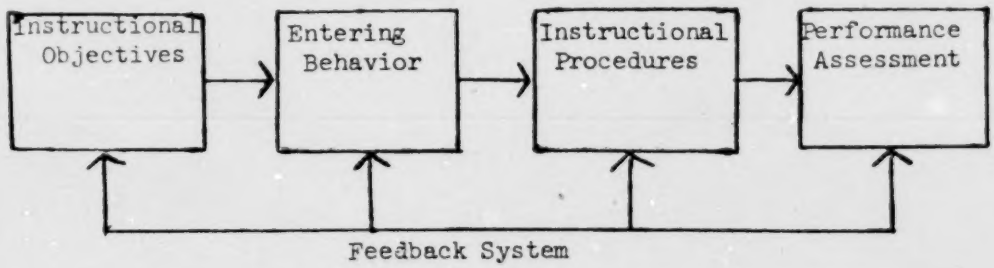


Fig. 1. Glaser's instructional model with feedback system.

When constructing an instructional package, one begins with the development of behavioral objectives. It is essential that one recognizes some of the characteristics of the learner for whom the instructional experiences are being prepared. The program developer must identify the kinds of behaviors that he expects to be demonstrated by the learner when the learner has completed the attainment of the objectives.

Mager (1962) has specified three steps as a method of writing behavioral objectives. These steps are listed as follows:

1. Specify the terminal behavior that would be accepted as evidence that the student has attained the objective.

2. Help the student focus on the specific objective by delimiting the conditions or circumstances during which the intended behavior is to occur.

3. Identify the criteria of acceptable performance which would describe how well the learner must perform. For example, does the learner have to identify all of the nouns in the paragraph or, say, 8 out of every 10 in the paragraph to meet an acceptable criterion of performance.

It is obvious for purposes of evaluation that the critical element in the construction of a behavioral objective is the specification of behavior that can be related specifically to an observable event of the learner's performance. Only when the criterion of behavior is identified is it possible to write or select criterion referenced items which can be used to measure performances of the student in order to determine that he has, indeed, met the behavioral objective.

In addition to the construction of behavioral objectives it is imperative to consider the entry behavior of the learner. There are many characteristics of learners that may be helpful when the teacher needs to make decisions concerning levels of proficiency expected as a criterion of successful attainment of a behavioral objective and to make decisions concerning alternative instructional procedures. Cronback (1957) has shown that one can maximize the pay-off of several instructional procedures or treatments even if they interact with each other, provided that measures of individual differences are available for the learners. It is essential to have measures of students' learning styles, of individual differences, and of antecedent learning experiences if the instructor is going to satisfactorily provide individualized instruction.

When measures of individual differences are available, the teacher needs to have alternative instructional procedures and activities for the learner as possible means of facilitating the attainment of the behavioral objectives. Such procedures may incorporate self study such as programmed learning, one on one tutoring, small groups instruction, on large group instruction. The instruction plan may provide for the inquiry method, self discovery method, or the guided discovery method. There may be activities that involve simple drill exercises, touching and feeling as well as watching and listening so that more of the sense modalities become involved in the task, material manipulation, role playing, simulated learning experiences, self-initiated projects, or problem solving activities. The teacher can be most effective in the selection of specific activities for particular students when he has acquired specific information through measurement of individual differences and through personal observation of the learner's behavior.

The final component of Glaser's model is evaluation. Evaluation is a process that each one of us uses daily even though we may not be specifically aware of the criterion that we use to make our judgement. Evaluation is at the top level of the heirarchy in Bloom's (1956) taxonomy, and it is a higher level operation in Guilford's (1959) structure of the intellect. Evaluation should be thought of as a continuous process rather than some activity that is tacked on at the end of some program. Another point is that one should not think of evaluation as only some measure of the pupil's ability to profit from an instructional sequence but, rather, as a measure of the instructional procedures as well. The essential element of effective evaluation is the identification of criteria which reflect expected behaviors specified within the behavioral objective. The criteria for the size of the hole of a wren house is one which is large enough for a wren to pass through but small enough to restrict the entry of a sparrow when the objective is to provide a birdhouse for wrens rather than sparrows.

The CIPP Evaluation Model

Stufflebeam (1968) has delineated four strategies of evaluation. They are context evaluation, input evaluation, process evaluation and product evaluation. He further specified the objectives for each respective evaluation strategy. The objective of context evaluation was to define the area in which the program is to function, to identify the needs of the area, and to analyze problems related to these needs. The objective of input evaluation was to determine system capabilities, to assess human and material resources, and to design an organizational plan for implementing input strategies. The objective of process evaluation was to locate or to predict defects in the implementation of input strategies and to maintain records of procedural events or activities. The objective of product evaluation was to obtain criterion outcome measures in order to provide information that can be used as feedback to the behavioral objectives, to context, to input, and to process information.

The CIPP evaluation model and its relationship to four types of decisions are shown in Fig. 2. One can observe the information flow as a program develops and as it can be used as feedback to the other evaluation stages after product evaluation is concluded.

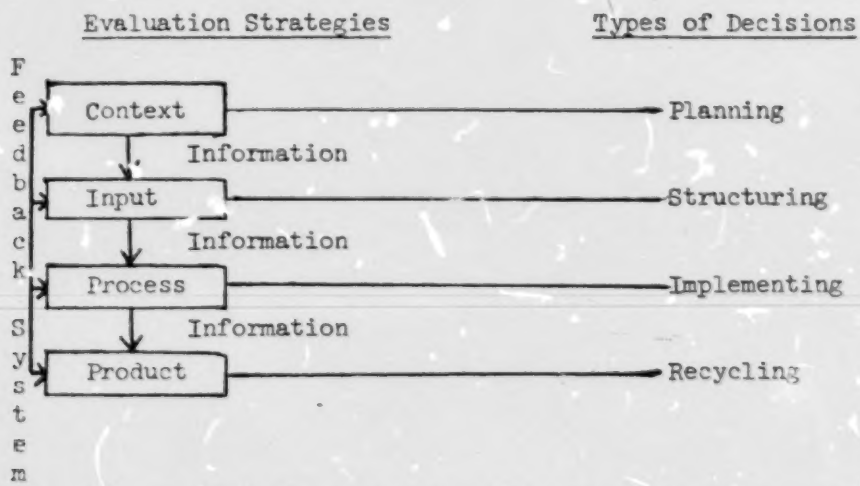


Fig. 2. Relation of information flow, feedback, and evaluation strategies to types of decisions.

The system reflected by the CIPP evaluation model as shown in Fig. 2. implies that evaluation is an ongoing process and, therefore, dynamic as opposed to a static model. A second implication is that information is useful provided that it can be used in the decision making process. Information is expensive to obtain and if not used in the decision making process is uneconomical and wasteful to collect for mere storage purposes. Even storage of information is expensive if it is not used to facilitate better and more effective decision making.

MODIFIED BASIC EVALUATION PLANNING MODEL

When engaged in the task of making an evaluation of a program or an instructional procdure, it is well to proceed with some sort of plan to guide and to facilitate the organization of your efforts. Depending upon the size of the project it may be helpful to relate your plan of evaluation to sometime line. In that situation it may be useful to develop the Program Evaluation and Review technique (PERT). If conditions are less complex the PERT chart may not be a useful tool. A simplified basic evaluation planning model may have greater utility. A simple model is presented in figure 3. This model is organized around five basic phases. The first phase of the model may be used to identify information needs or requirments. When one is interested in the collection of information for the purpose

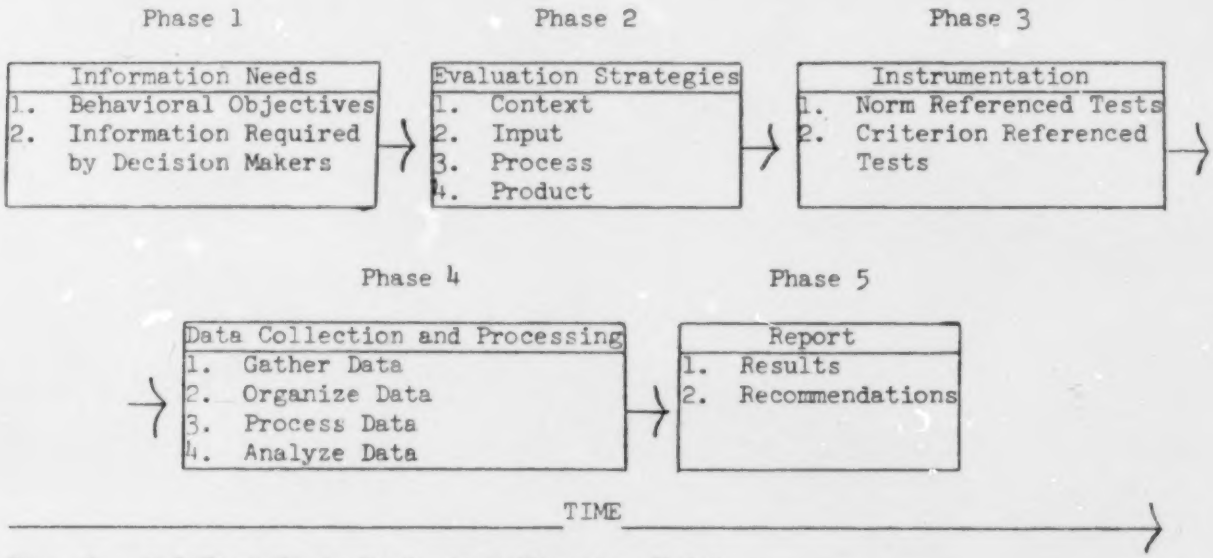


Fig. 3. Modified Basic Evaluation Planning Model

of decision making relative to the efficacy of a particular instructional model, it is essential to identify the behavioral objectives of the instructional program. The second phase incorporates the CIPP model as an

evaluation tool. The evaluator must be concerned with the type of evaluation strategy which is appropriate depending upon the particular phase in a program that the information is required by the decision to the kinds of measures that are available. The decision to use criterion or more referenced tests depends upon the intended use of the information obtained. If the decision that need to be made are concerned with which individuals should be admitted to a particular university or to a special program, then norm referenced tests are adequate. Norm referenced tests provide the user with data which allows comparisons of the individual's performance with other persons. When one is concerned about the effectiveness of an instrutional sequence, criterion referenced tests an recommended. If one has specified a criterion of performance relative to some behavioral objective, then a criterion referenced test can be used to determine an individual's mastery of the objective. The fourth phase is the development of a data collection design. It provides further for the organization, processing, and analization of the data. Data collected can range from results of criterion referenced or norm referenced measures to a variety of unobtrusive measures such as attendance and tardiness records or reports of decreased vandalism in the school. Other sources of information are responses to questionnaires, attitude inventories, and interviews. Finally, the fifth phase is the presentation of results and findings in a report that can be used by the decision maker to make the decision to recycle the program or to change aspects of the program to make it more effective.

CRITERION AND NOUN REFERENCE TESTING

Within any instructional a variety of decisions need to be made. Information is required for intelligent and effective decision making. Usually, information has been obtained through measurement of the student's achievement and most often this information has been provided by means of noun referenced testing and interpretation. With the advent of increased amounts of technology being made available and adaptable to instructional purposes, and with the concomitant need for evaluation of new instructional packages on technological development of educational programs, there has come a recognition of a need for an alternative to the noun referenced approach to measurement. This alternative has been labeled criterion referenced testing.

Glaser (1963) has pointed out that an achievement test can yield two types of information. One type of information was identified as the level at which the student has attained criterion performance. The other type of information was identified as the relative ordering among individuals with respect to their performance on the test. He further stated that criterion - referenced measure depend upon an absolute standard of quality while noun - referenced measures depend upon a relative standard.

One of the concerns of test developers of noun referenced measures has been to attain high levels of reliability. The reliability coefficient for a given test can be increased by increasing the variability of the distributions of the scores that are obtained. One procedure for maximizing the likelihood of obtaining greater variability among individual test scores has been to carefully deselect items for inclustion in the final test which are either too difficult or too easy. This procedure is, however, not the desired practice

for criterion - referenced measures. When judging the effectiveness of an instructional sequence, the evaluator would like to have items which are missed by students prior to the training and which all persons with the training pass. Therefore, item selection procedures for criterion - referenced measures would differ from practices used for noun - referenced measures.

It should not be inferred, however, that reliability is not a concern of the test developer of criterion - referenced measures. Rather, what is necessary is to re-think conventional conceptualizations of reliability. This has been done by Livingston (1971) in a paper presented at the American Educational Research Association. The main point of this paper was to think of deviations of test scores from a criterion score rather than the deviation of test scores from a mean. For example, in Fig. 4 is shown an illustration of the deviation of a score from the mean of the distribution. Given a normal distribution of scores when the mean equals 12 and the standard deviation equals 4, a score of 16 deviates one standard deviation from the mean.

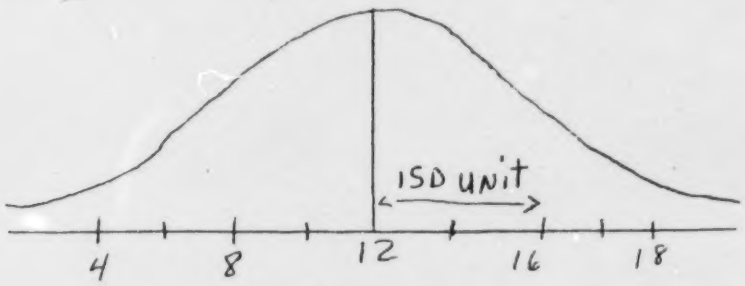


Fig. 4. A normal distribution of scores with a mean of twelve and a standard deviation of four.

The distance of the raw score of 16 from the mean is equal to 4 on one standard deviation. This is the concept that is used as a basis for developing reliability coefficients for determining the consistency with which a test measures whatever it is supposed to measure.

In figure 5 is shown an illustration of the deviation of a score from the criterion score for a given test. Given a distribution of scores where the criterion has been set at 12, one could consider the way that a particular score deviates from a criterion score. For example, a score of 8 deviates four units from the criterion score of 12.

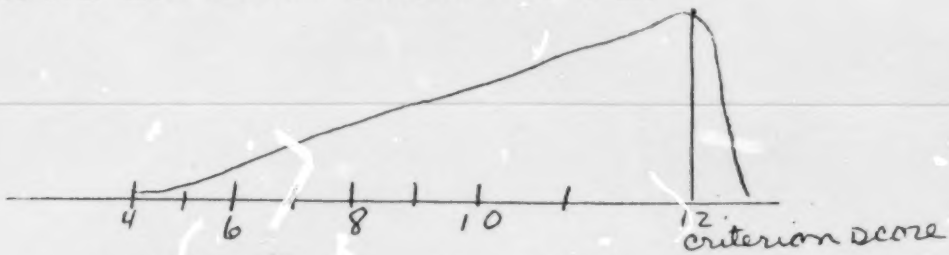


Fig. 5. A distribution of scores with a criterion score set at 12.

Such an example might have occured, say, on a pre-test where the decision is to provide further instruction for those persons who scored below the criterion score and to allow those persons who scored twelve or above to test out of the instructional sequence. The main point, though, is to illustrate the notion that variability of a score from a criterion score could be useful in the calculation of reliability for criterion - referenced measures.

Finally, it is imperative that the test developer identify specific terminal behaviors as a criterion of acceptable demonstration of the learner's attainment of specific behavioral objectives. Successful completion of this task is highly related to the identification specific behaviors in the student's performance which will be accepted as evidence of the attainment of the objective. Clearly, this need for identification of criterion behaviors justifies the care and attention given to the specification of behavioral objectives. The question continually raised needs to be, "What changes in a pupil's behavior must occur before one is ready to infer that learning has occurred or that an objective has been attained?"

Comparison of NORM and Criterion Referenced Tests

It is apparent that the basis of test construction must be broadened in order to accommodate criterion referenced tests. Some of the guidelines of good item selection must be revised for use with criterion referenced measures. In norm referenced testing the practice has been to eliminate very easy or very difficult items and to select items which are passed by one half of the persons attempting the item. Items with a difficulty level of .5 were preferred because such items maximize the variability of the test and, therefore, result in higher reliability measures for the test. In criterion referenced testing the ideal item is one which is missed by persons before the instructional sequence is given and is passed by everyone attaining the objectives of the instructional sequence after the training has been completed. Other types of comparisons of norm referenced and criterion referenced testing can be made. In a paper by Popham and Husek (1969) these contrasts have been succinctly discussed. An attempt has been made in Fig. 6 to summarize the ideas of Popham and Husek in order to more clearly illustrate the contrasts that they have made.

Concepts for Contrast	Norm Referenced Tests	Criterion Referrenced Tests
Decisions to be made	Decisions about Individuals 1. Who goes to college 2. Who enters a particular program	Decisions about Individuals and about Programs 1. Mastery of a criterion skill 2. Efficacy of an instructional sequence
Type of Comparison	Compares performance of individuals with other persons	Compares performance of individual with some criterion or performance standard
Variability	Maximize variance for greater reliability	Irrelevant if variability is the comparison of a score to a group means. Relevant if variability is the comparison of a score to a criterion.
Item Construction	Eliminate very easy and very difficult items Increase attractiveness of distractors Use Item Analysis Techniques Equivalent Forms of test	Item reflects criterion behavior Best item is one that is missed on a pre test but passed on a post test. Item analysis techniques not useful Item sampling technique
Reliability	Internal Consistency Stability Equivalency	Not useful unless reliability is calculated from deviations of scores from a criterion score
Validity	Validity based upon correlation and therefore variability	Congruence of item with the criterion. Relevance of the test items to behaviors inferred by the criterion
Item Analysis	Eliminate non-discriminating items which are usually ambiguous items or too easy or too difficult	Non-discriminating may be accepted if it discriminates between individuals who have and have not had the instructional treatment
Reporting and Interpretation	Use Standard Scores or Percentile Ranks	Set criterion at per cent of items passed, such as 85%. Also considered would be the per cent of individuals in an instructional sequence achieving at or above criterion.

Fig. 6 A chart comparing norm and criterion referenced tests as adapted from Popham and Husek (1969).

As one reviews the chart shown in Fig. 6 it becomes obvious that three implications for norm and criterion referenced tests must be made. First, test and measurement conceptions must be broadened to encompass both the norm and criterion referenced tests. Second, techniques that have been valid for norm referenced tests must either be modified or be invented and developed anew in order to accommodate criterion referenced tests. Third, training must be given to users of tests so that they can make the appropriate choice of employing a norm or a criterion referenced test and when the decision is made to use a criterion referenced test, the user must assure that the items reflect the behavior set by the criterion selected.

Examples of Criterion Referenced Measures
Related to Specific Behavioral Objectives

The purpose of this section is to provide examples of some behavioral objectives for a variety of subject matter areas and to provide sample items for each objective. One of the basic problems that has been emphasized when instituting a competency based program of instruction has been the identification of suitable criteria for measuring the attainment of an objective. A simple rule is to think of the behavior of the pupil that one can reliably observe that would satisfy one in his judgement that the behavioral objective has been met. It is too often the case that teachers become bogged down in the semantics of the problem and in the detailed fragmentation of the learning situation. Therefore, a reasonable beginning might simply be the mastery of 90% or 85% of the items selected for measuring the objective. In other situations it might be that the pupil demonstrated his proficiency at some task or it might be that he must teach something to another pupil before going on to another learning unit.

An example of this type of criterion approach is taken from a sample unit in science prepared by Kay et al. of Unit D of Schulte Elementary School.

> "Given a written evaluation on electricity concepts at the completetion of a three week unit, the student will write answers to the teacher-prepared questionnaire meeting the following criteria:
>
> Rating 3 - 90% or better correct
> Rating 2 - 80% to 89% correct
> Rating 1 - 60% to 79% correct"

They have provided another example which has the advantages of providing immediate feedback to the student and of making it possible for the teacher to diagnose

a pupil deficiency in the process of performing an experiment.

"Given an experiment recording sheet, the student will:

a. Copy the problem from the experiment card.

b. List the materials from the experiment card.

c. Write the procedure in his own words.

d. Write his observation of the experiment performed.

e. Write his conclusion in terms of the stated problem."

Immediate feedback is possible because the pupils are working in an individually guided education situation where the pupil will bring the completed recording sheet to the teacher at the time that he has finished the experiment. The evaluation by the teacher will identify any deficiency so that a prescription can be made to the student or if the student has accomplished everything in a satisfactory manner the teacher can provide praise and other reinforcement

A behavioral objective in the area of language arts is provided as an example of an application level objective.

Given an instance of a situation occurring in business, for example a shortage was discovered in a shipment from a particular firm, the student will write a business letter which contains a heading, greeting, concise and clear description of the event, a requested solution, and a closing signature. Evaluation will include proper form, paragraphing, spelling, and clarity of meaning. The teacher, as evaluator, can set specific criteria as the proficiency level required for performance of this task. The criteria might simply be that the example letter submitted by the pupil has the appropriate form, no more than a specified number of spelling errors or punctuation errors, and the sentences are clearly stated. An analysis by the teacher can, then, provide feedback to pupil as praise and reinforcement or as a diagnosis

of the type of error that keeps the pupil from meeting criterion performance.

In the social studies area an objective in behavioral terms follows:

Given a roadmap of the state of Ohio, the student will be able to draw a route by road to any city listed on the map within a 15 minute period of time, using Toledo as the point of origin. The teacher can sample the pupil's behavior and set a specific criterion of performance. The criteria include the determination of the location of Toledo and the target city, a path drawn which marks the shortest route between the two cities, and the completion of the task within fifteen minutes.

A final example in the area of mathematics of a behavioral objective might be as follows:

Given the formulae of computing the area of a circle, a triangle, and a rectangle, the student will correctly solve 9 out of 10 problems for areas of circles, triangles or rectangles when appropriate measures are listed for each problem during a regular class period. The criteria of performance for this objective is imbedded within the objective itself; namely, a terminal performance of 9 out of 10 problems solved correctly during the recular class period. It is clear again that the performance of the student can be analyzed by the teacher to provide information relative to any deficiency on the part of the student. If, for example, the student failed on circle problems, it is obvious that the teacher could, then, prescribe additional remedial problems on the computation of areas of circles.

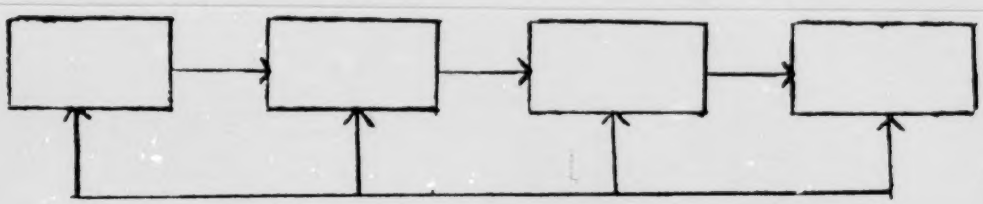
It should be emphasized that using the behavioral objective approach when criterion behaviors are specified provides the teacher with evidence that a student has demonstrated performance at some proficiency level. It makes it possible to prescribe additional tasks or instructional experiences to the student when deficiencies are discovered. Further, the teacher can use the information to evaluate the efficacy of the instructional procedure.

Finally, it is apparent that this approach relies heavily on teacher judgements as the teacher decides that a performance meets a specific criterion. Judging that a student has solved 9 of 10 problems is simple, but the decision that a written paragraph is clear in its meaning is no simple judgement. When faced with the latter situation, the teacher should begin to specify the criteria he uses in making that judgement. If this can be done, others can adopt a given list of criteria so that the judgments across raters can become more consistent and the judgements more objective and standardized.

Post - test

Module- Instructional Evaluation: Process and Product

1. Label each of the component parts of Glaser's teaching Model. (4 points)



2. Write an example of an application of each component part of Glaser's model to your current or prospective teaching situation. (4 points)

a. _____

_____

b. _____

_____

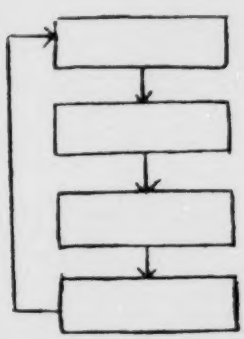
c. _____

_____

d. _____

_____

3. Label each of the component parts of the CIPP evaluation model. (4 points)



4. Write a definition of the evaluation process for each of the component parts of the CIPP evaluation model. (4 points)

a. _____

b. _____

c. _____

d. _____

5. List five phases or steps in the evaluation process. (5 points)

a. _____

b. _____

c. _____

d. _____

e. _____

6. Select the appropriate of norm or criterion referenced measure for each of the following decision situations. (5 points)

	Norm	Criterion
a. You need open heart surgery and must decide on a surgeon.		
b. You have a special educational program with a large number of applicants and can select only 10 persons.		
c. You need to select persons for special classes based upon I. Q. scores or an individual intelligence test.		
d. You need to hire three secretaries with at least a certain level of proficiency in typing.		
e. You need to evaluate three instructional procedures that were used with many pupils.		

7. Write a criterion referenced item for each of the following objectives. (4 points)

a. The student can classify robin, squirrel, wren, bluejay, rabbit, bluebird, mongoose into the appropriate categories of bird and mammal.

_____

_____

_____

b. Given a periodic table of elements, the student will list each element belonging to the halogens.

_____

_____

_____

c. Given a distribution of raw scores, the student will compute the variance, the range, and the mean.

_____

_____

_____

d. Given a complex sentence, the student will identify the nouns, verbs, prepositions, adverbs, adjectives, and conjunctions.

_____

_____

_____

Module Evaluation Feedback Sheet

One of the main concepts of this module has been the recognition that evaluation is an ongoing process. Since this has been an attempt to provide an instructional sequence related to evaluation, there is also a need for informational feedback from the user. This information will be used to make revisions of the instructional sequence so that it will more adequately meet the needs of the user.

Specify any benefits that you have gained by your use of this instructional module.

Specify any recommendations that you would suggest to improve the module.

Specify any comments that you may have in regard to any of the components of this module.

1. Behavioral Objectives of the Module:

2. Pre or Post Test:

3. Basic Teaching Model: _____

4. CIPP Model: _____

5. Modified Basic Evaluation Model: _____

6. Criterion and Norm Referenced Tests: _____

7. Contrast Table of Criterion and Norm Referenced Tests: _____

8. Examples of Criterion Referenced Measures Related to Specific Behavioral Objectives: _____

Please mail your response to:

Dean L. Meinke
College of Education
University of Toledo
Toledo, Ohio 43606

References

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INTRODUCTION TO URBAN EDUCATION AS IT RELATES TO THE BLACK EXPERIENCE IN THE UNITED STATES

AN INSTRUCTIONAL MODULE

Prepared and Developed by

Grace E. Jordan

The University of Toledo

July, 1971

INTRODUCTION:

There is a need for the interns to understand why and how the urban crisis in America has assumed the dimensions that it has and to relate these dimensions to problems facing urban education. There is an acute need for interns to understand how these problems relate specifically to the cumulative deficit that the black child may bring to the urban school setting.

The intern should be able to review literature on the subject of urban education, assess the cumulative deficit of the black child, and associate these findings with highlights of the black experience in America.

The criterium for acceptable attainment of this module will be consensus by the interns' peers that he has effectively identified the relationship of urbanization, urban education, highlights of the black experience, to the cumulative deficit of the black youngsters.

PRE-ASSESSMENT:

1. Identification of the process of urbanization in the United States.
2. List four major problems of urban education.
3. Identify four highlights of the black experience in America.
4. List three implications that one's failure to understand the black experience in America have on the cumulative deficit which the black youngsters might bring to the urban school.

PROCEDURE:

A. 1. Discussion of interns perceptions of the process of urbanization.

2. Discussion of interns perceptions of problems facing urban education.

3. Discussion of interns perceptions of highlights of the black experience in the United States.

4. Discussion of interns perceptions of cumulative deficits which black youngsters might bring to urban school.

B. Instructors will give an overview of urbanization, urban education, black experience in the United States. The methods used for giving the overview will be lecture-demonstration.

C. The interns will read three books -- one in each of the following categories: urbanization, urban education, and the black experience in the United States.

BEHAVIORAL OBJECTIVES:

1. The intern will read three books, one from each of the following categories: urbanization in America, urban education, the black experience in America.

2. The intern will prepare and present a seminar paper in which he will evaluate, critizue, and/or defend the author's thesis in the above books.

3. The intern will respond to questions at the completion of the presentation defending his interpretation of the author's thesis

Acceptable performance will be determined by a consensus of the intern body.

INSTRUCTIONAL ALTERNATIVES:

There are two alternatives for the intern to accomplish the objectives of this module.

1. The interns will observe the CBS documentary Black History--Lost, Stolen, or Strayed and write a report on highlights of the black experience in the United States and how one's failure to recognize the experience of black persons in the United States might lead to the cumulative deficit that the black youngsters might bring to the urban school.
2. The intern will observe Mr. Roy Innis's video tape presentation on Community Control of Education. The intern will discuss Mr. Innis's association of the black experience to urban education in the United States.
3. The intern will make arrangements to visit parents of youngsters in the Washington School area. He will discuss with parents problems of urbanization as it relates to urban education.

MATERIALS:

CBS Documentary Film
Black History, Lost Stolen or Strayed

Video Tape Presentation "Community Control of Education" Roy Innis, Teacher Corps Reginal Conference, April 17-19, 1970

Books:
Black Families in America, Andrew Billingsley

To Make A Difference, Teaching in the Inner City, Larry Cuban

Teachers Should Care, George Henderson and Robert Bibens
Black Power, The Politics of Liberation, Hamilton and Carmichael
Crime in America, Ramsey Clark
From Plantation to Ghetto, August Meier and Elliot Rudwick
Harlem, The Making of a Ghetto, Gilbert Osoffky
Dark Ghetto, Kenneth Clark

POST ASSESSMENT:

1. Same as Pre-test
2. Behavioral objectives #2 and #5

REMEDIATION:

1. The in-ern will repeat Behavioral Objectives #2 and #5
2. The intern will select from the list of Instructional Alternatives.

FEEDBACK:

1. State specifically those materials which were more valuable for the development of this module.
2. What were the major learning experiences of this module?
3. What were the minor learning experiences of this module?

PROBLEMS AND COMMUNITY ACTION

AN INSTRUCTIONAL MODULE

Prepared and Developed by
Dean L. Meinke
The University of Toledo

July 1971

PROBLEMS AND COMMUNITY ACTION

Introduction: There is a need for awareness of some of the problems of the community by interns in the Teacher Corps Program; there is even a greater need for interns to learn that community groups are active in the process of resolving some of these issues and problems. Further, for interns as well as teachers, there is a need to know the procedures for referral of parents of some children to appropriate agencies for assistance. Finally, the intern should be motivated to become actively involved in some of the community action oriented programs.

There are no prerequisites for this module.

The criterion of acceptable attainment of this module is mastery of 85% of the items on post test.

Pre-Test

1. List three objectives of the Home Living Center.

   a. _____

   b. _____

   c. _____

2. Define the term, connector. _____

   _____

   _____

3. State three objectives of the Home Making Education Center.

   a. _____

   b. _____

   c. _____

4. Where is the Homemaking Education Center located? _____

   _____

5. List two ways in which a homemaker may become involved in the homemaking education program.

   a. _____

   b. _____

BEHAVIORAL OBJECTIVES:

1. The intern will be able to list three objectives for each specific program i.e., the Home Living Center and Homemaking Education Center.

2. The intern will be able to write out a description of the procedure for making a referral of a homemaker to the homemaking education center.

INSTRUCTIONAL ALTERMOTIVES:

These are three altermotives for the intern to accomplish the objectives of this module.

1. The intern will make arrangements to visit the Homemaking Education Center and the Home Living Center. The intern will make an appointment with the respective directors of these programs and discuss the objectives of each specific program.

2. The intern will attend a seminar and view the film, Action Today for Tommorow. He will participate in the discussion following the film presentation concerning the objectives of the two programs.

3. The intern will arrange to obtain the film, Action Today for Tomorrow, and view it independently.

MATERIALS:

Film, Action Today for Tommorow.

Pre and Post-Tests.

Evaluation sheets for the film.

POST ASSESSMENT:

Same as pre-test.

REMEDIATION:

Remediation consists of a recycling of the same activity or a change to one of the other alternatives. For example, if a student viewed the film independently and failed to reach criterion on the post test, he might be requested to make appointments with the respective program director for visits to the centers.

STUDENT FEEDBACK:

The intern will complete the Film Evaluation Sheet.

Post-Test

1. List three objectives of the Home Living Center.

   a. _____

   b. _____

   c. _____

2. Define the term, connector. _____

   _____

3. State three objectives of the Home Making Education Center.

   a. _____

   b. _____

   c. _____

4. Where is the Homemaking Education Center located? _____

   _____

5. List two ways in which a homemaker may become involved in the homemaking education program.

   a. _____

   b. _____

Film Evaluation Sheet

Title: Minutes:
Check One
Source: Year: B & W Color

	Excellent	Good	Fair	Poor	Comments
Curriculum Content					
Accuracy of Content					
Relevancy of Content					
Organization of Content					
Objectives of Content					
Student Interest					
Student Comprehension					
Quality of Photography					
Quality of Sound					
Composite Rating					

Grade Level (please circle) 1 2 3 4 5 6 7 8 9 10 11 12 college

Subject Areas

Recommended for use in class (high school only)

Evaluator: Date:

PROBLEMS AND PROCESS

AN INSTRUCTIONAL MODULE*

Prepared and Developed by

Dean L. Meinke

The Univeristy of Toledo

July, 1971

PROBLEMS AND PROCESS

INTRODUCTION:

Problem solving efforts by people can be hampered by a variety of factors. Some of these factors can be identified as rigidity, inflexibility, and impulsivity. Further, failures result from the inability to specify and clarify the problem or to organize information in efficient and productive ways. The purposes of this training module is to provide experiential opportunities to demonstrate the effects of these factors and to illustrate the need for the organization of information.

There are no prerequisites for this module.

The criterion of acceptable attainment of effective mastery of this module by a group of interns is the uncued responses during discussion by interns after the experience which specifically reflect the terms, rigidity, inflexibility, impulsivity, problem identification, and information organization.

PRE-TEST:

No pre-test required.

BEHAVIORAL OBJECTIVES:

The intern will identify from the analysis of the experienced events the effects of rigidity, inflexibility, impulsiveness, problem identification, and information organization.

EXPLORATORY OBJECTIVES:

1. The intern will work cooperatively with other interns to provide acceptable solutions to several given problems.
2. The intern will work independently to solve a set of given simple problems.

INSTRUCTIONAL ALTERNATIVES:

There are two alternatives for the intern to experience and to accomplish the objectives of this module.

1. The intern will attend a seminar and will participate with other interns in the problem solving activities. The problem solving activities include the warm-up exercises of 2-4, 9 dot, OTTFF, and Logic-Perceptual test. The problem solving experience in small groups will be the zebra problem, the baseball problem or the patient problem.

2. The intern will select a set of problems and provide these problem solving experiences for a group of children. He will lead a discussion afterwards with the students in order to identify examples of rigidity, inflexibility, impulsivity, problem identification, and information organization from the behaviors observed during the problem solving experiences.

MATERIALS:

1. Chalkboard for 2-4 and OTTFF problems.
2. Paper and pencil for 9 dot problem and Logic Perceptual Test.
3. Information cards for zebra, baseball, or patient problems.

POST ASSESSMENT:

Group discussion in which a minimum at least one referral to each of the following terms is identified or reflected. (Rigidity, inflexibility, impulsivity, problem identification, and information organization.)

REMEDIATION:

Repeat experiences with different problems for those concepts not articulated during the discussion period.

STUDENT FEEDBACK:

1. Specify three benefits which you have gained from this module.

   A._____

   B._____

   C._____

2. Specify three shortcomings which you have perceived during this module.

   A._____

   B._____

   C._____

3. List any suggestions or recommendations that you may have to improve the module.

   A._____

   B._____

   C._____

   D._____

   E._____

PROBLEM SOLVING

AN INSTRUCTIONAL MODULE

Prepared and Developed by

John P. Sikula

The University of Toledo
July, 1971

I. Introduction

Teacher Corps interns need experience during the pre-service training period in problem solving and decision making. Interns generally have had little opportunity in resolving especially educational problems and they are unaccustomed to defining situations using as their frame of reference the position and role of a teacher and facilitator of learning.

This module is designed to develop problem solving skills through actually engaging in problem-solving activities. Role playing, individual and small groups problem-solving activities are designed to give interns experience in resolving the kinds of problems which they are likely to encounter when they get into the classroom in the fall.

II. Pre-Assessment

Interns will be asked to indicate in writing on a card passed out the first day of class their names, addresses, etc., and also their teaching and/or related experience which might be helpful to them in performing effectively as a Teacher Corps intern. The instructor will access the extent and nature of intern experience and will decide if interns can move immediately into problem solving or if some introductory and preliminary instruction is needed before the actual problem solving begins. In making this decision, the instructor will consult the personal files of interns and he will talk to colleagues, interns from previous cycles, target school teachers, and other staff members.

The instructor will also assess intern readiness for immediate problem-solving experiences by observing how interns react while reading

and discussing two handouts which outline the responsibilities of learners and group members to the direction and nature of learning experiences and educational decision making.

III. Behavioral Objectives

1. The intern will write a description of the force field analysis technique.

Performance Based Objectives:

1. Given a problem situation for which the force field analysis technique would be appropriate, the intern will utilize the technique to solve the problem.
2. Given a set of information, the intern will identify and specify the problem.
3. After a problem has been delineated, the intern will list and defend at least three strategies for solving the problem.
4. Given adequate information, the intern will make a decision and implement it in a live or simulated classroom experience.

IV. Instructional Activities

A. Interns will role play and become actively engaged in problem-solving activities.

B. Intern will verbally and in writing practice defining problems in specific terms. They will be forced into analyzing problems from more than their own perspective and will be expected to make decisions only after analyzing and weighing the merits and limitations of different alternatives and strategies, and the possible consequences of implementing each strategy.

C. Interns will be expected to demonstrate verbally and in writing, a rational, scientific approach to the resolution of educational problems. They will be encouraged to think before reacting. With practice and training, hopefully the majority of interns will become skilled enough to be able to react spontaneously and in a logical, rational and effective manner in problem-solving situations.

D. Interns will practice identifying problems, developing and implementing strategies, making decisions and being in a position of educational decision maker. Interns will not only practice making but will also practice defending educational decisions from a teacher's vantage point or frame of reference.

E. Interns, using the force field analysis technique, will be able to identify positive and negative factors which effect the probability that strategies employed will in fact resolve specific problems.

F. As a preliminary activity and advanced organizer for problem solving, interns will discuss during regular seminars, handouts which focus on the importance of individual group members taking individual and collective responsibility for resolving problems. Interns will be expected to demonstrate that to a large extent, resolving problems depends upon the elements or parties involved realizing that they in fact exhibit behavior that intentionally and/or unintentionally contributes to the problem.

IV. Instructional Alternatives

For this module, which is one of the first ones designed for immediate pre-service usage, there will be no real instructional alternatives. The rationale for this includes consideration of the following:

1. The vast majority of interns have had little if any experience making educational decisions.
2. The vast majority of interns need practice resolving problems in an empirical, logical, objective and effective manner.
3. At this point in time, interns do not know each other well and group problem solving is a technique which can be used to build and develop esprit de corps, group identity and cohesiveness.

V. Materials

A. Introductory Materials

Handout - "Freedom to Learn" by Carl Rogers

Handout - "The Teacher and the Class: A Theoretical Framework for Interaction."

B. Core Materials

Problem Solving To Improve Classroom Learning by Richard Schmuck, Mark Chesler, and Ronald Lippitt. Chicago: Science Research Associates, Inc., 1966.

Handouts - "Description of a Problem Solving Effort," Northwest Lab

"Four Guidelines for Writing a Problem Statement," Northwest Lab

Handouts (continued)

"Problem Analysis Program, (PAP),"

Northwest Lab

"The Force Field Analysis,"

Northwest Lab

"Student Pushes You and You Slap Him,"

Stanton Webster's Discipline in the Classroom

"Elmsville High School," Local Instrument

"Interpersonal Relations," Local Instrument

VI. Post-Assessment

A. In video-taped, simulated, small group class presentations, interns will demonstrate the ability to apply their problem-solving skills, techniques and strategies to the resolution of hypothetical educational problems. The effectiveness of problem solving will be judged adequate if individuals and the group are successful in developing consensus on strategies which have a high probability of success, given the constraints and facts of life which exist and surround the situation. Consideration of individual contributions to group consensus, decision making and problem solving will be made on the basis of:

1. Does the individual play a positive role in the problem-solving effort?
2. Does the individual raise valid points for consideration?
3. Is the person willing to compromise in those areas where compromise is necessary?
4. Has the person demonstrated making a definite effort toward the resolution of the problem?

Video-taped sessions will involve about 10 interns at a time and they will last approximately 30 minutes. Immediately following each presentation, the session will be played back and evaluated by the interns and the instructor.

VII. Remediation

Interns who do not demonstrate adequate problem-solving skills will be given further individual and/or group problem-solving experiences which will be evaluated by the intern(s) and instructor together determining how well the intern is able to perform on the four evaluation criteria outlined in the post-assessment section of this module.

VIII. Student Feedback

At the conclusion of this module, interns will be asked during a regular intern seminar the following questions:

1. How can we best judge whether or not problem-solving strategies and activities are going to be or have been successful?
2. What distinguishes a profitable problem-solving experience from a non-profitable one?
3. Have the experiences in problem solving which you have been involved in during this module been profitable?
4. What changes would you like made in this module?
5. Would you ever use in your instruction the activities utilized in this module? Why?

During this discussion, the instructor will note intern response and will be careful to solicit responses from all interns.

INSTRUCTIONAL ALTERNATIVE

Problem Solving Module

Prerequisite - A score of + on the Problem Statement paper or a conference with the instructor.

Alternative - Taking your same problem or a different one, and using the force field analysis technique, develop and defend in writing one primary and one secondary strategy for resolving your problem. In defending your strategies, be sure to include a discussion of:

1. What was or will be done to move toward the desired goal for improvement? Why?
2. How did or how do you think the problem will work out? Why?

For help and suggestions on how to develop your instructional alternative, refer to your handouts or consult with the instructor.

Additional Information - Depending on what group you are in, this alternative is due on either August 9th or 10th.

Electing the alternative excuses one from attending three class meetings.

The alternative will be evaluated by the instructor using the criteria presented above in outlining the alternative.

The alternative evaluation mark carries twice the weight of your original Problem Statement.

ROLE PLAYING AND DECISION MAKING

AN INSTRUCTIONAL MODULE

Prepared and Developed by

John P. Sikula

The University of Toledo

August, 1971

I. Introduction

Interns have indicated an interest in furthering the development of their role playing skills and experiences. Role playing has long been recognized as an instructional technique which is generally successful and appealing to educationally disadvantaged students. There are several reasons for this including the tendencies for disadvantaged learners to be attracted to action-oriented, concrete, and immediately gratifying instructional activities. Interns skilled in the techniques of role playing should be able to directly apply their skills and be able to facilitate role playing experiences for the students that they are working with.

II. Pre-Assessment

Interns have generally indicated verbally that they have had very little opportunity or experience to role play. Interns who individually indicate to the instructor that they have had at least two semi-structured role playing experiences will be asked to consult with him if they desire to opt for an instructional alternative.

Pre-assessment in this module then consists simply of verbal interaction about the nature and extent of intern role playing experience.

III. Behavioral Objectives

A. Experiential Objectives

1. Interns will practice playing at least two roles which force them to deal with an issue from a frame of reference or perspective which is new or different from the one with which they are accustomed.

2. Interns will practice resolving at least two educational problems which are multi-faceted and which demand understanding and compromise to be resolved.

B. Cognitive Based Objectives

1. Given a conflict situation, interns will identify at least half of the issues involved in the situation and will outline and defend strategies designed to resolve the problem(s).

2. Interns will compare, contrast, support, defend and criticize several different types of information arguments and problem-solving strategies.

C. Performance Based Objectives

1. Interns will apply their role playing skills by designing and enacting at least one role playing situation and by serving as resources and aides in helping their students to design their own role playing situation(s).

IV. Instructional Alternatives

A. Intern will practice role playing and designing role playing activities.

B. Interns experienced in role playing may individually or collectively contract with the instructor for an instructional alternative. Those opting out may, for example, choose to design and enact a situation before their peers which illustrate a problem or series of problems which are evident with the local Teacher Corps program.

V. Materials

Mark Chesler and Robert Fox, Role Playing Methods in the Classroom, Chicago: Science Research Associates, Inc., 1966.

K. D. Benne and P. Sheats, "Functional Roles of Group Members," The Journal of Social Issues, IV:2 (Spring, 1948), 41-49.

Handout: Educational Decision Making
Double Session
Controversy in Castelton

VI. Post-Assessment

Objective B-1 Interns will be presented with a written case study. They will then be asked to read the case study and on a written exam will be able to identify at least half of the issues involved. Interns will further develop and defend in writing a strategy to resolve the situation.

Objective B-2 In an actual role-playing situation, interns will practice influencing group behavior by using several different types of information, arguments and strategies while verbally comparing, contrasting, supporting, defending and criticizing tentative solutions to case study issues. Interns will further predict the consequences of employing different strategies and they will also attempt to determine the probability of success of different strategies.

Objective C-1 Interns will design and enact in class at least one role-playing situation designed to demonstrate that through understanding, communication and compromise, a complex educational problem can be satisfactorily resolved.

The instructur will also observe role-playing situations developed by the students with which interns are working. If these situations reflect the importance of understanding, communication and compromise in resolving problems, then the work of interns in this area will be indirectly judged as successful.

VII. Remediation

Those interns who fail to participate in role-playing or who do not perform well in module activities will be approached by the instructor who will contract individually with students for some additional application level work in this area.

VIII. Student Feedback

During the final classroom period covered by this module, interns will verbally be asked to respond to the following questions:

A. Of what value has this module been to you?

B. List two major strengths of this module.

C. List two major weaknesses.

D. What specific changes are needed in the module?

E. Specifically, what did you learn from the modue which will enable you to be a better teacher?

STORY READING

AN INSTRUCTIONAL MODULE

Prepared and Developed by

Mary Jo Henning

The University of Toledo
July, 1971

INTRODUCTION:

The teacher who can read effectively to his students is a true reading "salesman." Students who hear a story read well derive pleasure from the reading. Often the teacher who reads well is a stimulus for student reading independent of the teacher.

Ability to read aloud effectively is an important skill to develop with elementary school teachers since reading research has shown that many reading problems can be traced to reading habits developed in the elementary school.

There are no prerequisites for this module.

The criterion for acceptable attainment of this module is a positive consensus of observors of a story-reading demonstration by the intern.

PRE-ASSESSMENT:

Read a children's story to a small group of students at Washington School. Proficiency will be gauged by the interested attention of listeners. Observe such interest cues as eye contact and face and body language, (e.g., laughter, frowns, body tension, movement of listeners).

BEHAVIORAL OBJECTIVES:

1. The intern will be able to establish contact (look at <u>each</u> listener at least <u>once</u>) as he reads.
2. The intern will be able to read expressively (e.g., noting vocal inflection, points of emphasis, correspondence of facial expression with content of story).

3. The intern will be able to read fluently; i.e., relatively error-free and with smoothness.
4. The intern will be able to judge his reading success by the behavioral cues he has observed in his listeners (eye contact and face and body language).

INSTRUCTIONAL ALTERNATIVES:

1. Video-tape a story reading session at Washington School (if possible) and discuss intern's reading effectiveness.
2. Attend seminar on story-reading at which the instructor and several students will discuss and demonstrate the art of reading a story effectively.

MATERIALS:

1) Children's library at T.U., library at Washington School or elsewhere in Toledo
2) Video-tape and tape recorder.

POST ASSESSMENT:

Read a children's story to a small group of students at Washington School or to a group of interns (in the event summer school is no longer in session at Washington School). Proficiency will be gauged by the interested attention of listeners. (Observe such interest cues as eye contact and face and body responses -- e.g., laughter, frowns, body tension, movements of listeners).

REMEDIATION:

Recycle intern through the same instructional activity.

STUDENT FEEDBACK:

The intern will be asked to evaluate the module using the following criteria:

1) Specify two strengths of this module

A._____

B._____

2) Specify two weaknesses or shortcomings of this module.

A._____

B._____

3) Suggest two improvements that could be made on this module.

A._____

B._____

VALUE CHANGE

AN INSTRUCTIONAL MODULE

Prepared and Developed by

John P. Sikula

The University of Toledo

July, 1971

I. Introduction

The Teacher Corps Program is designed to provide schools with interns and teachers who are specifically trained to act as change agents in the school. To act in this capacity, interns will have to examine their own thinking and behavior and may have to make some changes or adjustments. Value and behavioral changes, of course, are not necessarily going to happen, but to a large extent, they probably will.

If interns do make changes in values and behavior partially as a result of being involved in an intensive training program, it is important to note nature and direction of these changes. Do interns gradually come to adopt those values and ways of behaving which are rewarded and demonstrated by their university teachers? Do they tend to internalize the beliefs and values of their team leaders? Do they tend to adopt the values of their peers? Do they remain relatively stable in their values and behavior? Finally, what is the nature of the change they exhibit (if any) after going through over two years of a Teacher Corps Program?

These are the kinds of questions with which Teacher Corps program evaluators must be concerned. What effect (if any) does the Program have on interns? This module of pre and post value surveying can at least in part help us to analyze intern changes in values and behavior and also Program effectiveness perhaps a little more concretely and seriously than in the past.

II. Pre-Assessment

Form E of Milton Rokeach's Value Survey will be given to all Teacher Corps interns and staff members. The Survey will also be given to all

teachers and administrators working in the target school. This will be done during the first week of the pre-service program.

III. Behavioral Objectives:

The overall goal of this module is to measure changes in the value structure of interns over a two year period and to evaluate the impact of the program.

1. The intern will identify his specific value structure.
2. The intern will identify changes in his specific value structure over a two year period.
3. Upon review of the intern's value survey, the intern will make an analysis and list three hypothesis to account for the results of his analysis.

IV. Instructional Alternatives:

There are two alternatives for the accomplishment of the objectives of this module. Teacher Corps interns, staff members, and target school teachers and administrators will rank order 36 values (2 sets of 18) in the order of the importance of each value to the individual doing the ranking.

1. There are two parts to the first alternative:
   A. Near the end of the Program, in June of 1973, the value ranking will be repeated. Participants will analyze and discuss the nature of the changes which did or did not take place.
   B. Participants, at least the interns, will be asked to write a five page paper analyzing, discussing and explaining the

differences which appear in their individual ranking, and they will develop hypothesis and/or tentative explanations of the change or the lack of change which is evident.

2. Instead of writing a paper, interns may individually or collectively discuss the results of their surveys with the instructor.

V. Materials

Milton Rokeach's Value Survey, Form E.

VI. Post Assessment

Rokeach's Value Survey

In their writing or discussions, if the majority of interns appear to seriously compare and analyze the pre and post value surveys, and if they appear to be genuinely and realistically examining the causes of these changes, then the experience will be judged to be successful and educationally profitable.

VII. Remediation

Participants who object to this type of self and program examination will arrange individual conferences with the instructor. This conference will be designed to force the intern to do some self and program analysis and evaluation in regard to his and the Program's direction, growth and development (or lack of it) over the two year period.

VIII. Student Feedback

Participants will in writing or verbally be asked to express their opinions and feelings and evaluate at the end of the experience the worth of the experience for them individually. Interns will also respond to the question "Of what value to the Program is this type of assessment?"

FORM E

VALUE SURVEY

Name _____ Sex: Male_____ Female_____

Birthdate _____ City and State of Birth _____

Below is a list of 18 values arranged in alphabetical order. Your task is to arrange them in order of their importance to YOU, as guiding principles in YOUR life.

Study the list carefully. Then place a 1 next to the value which is most important for you, place a 2 next to the value which is second most important to you, etc. The value which is least important, relative to the others, should be ranked 18.

Work slowly and think carefully. If you change your mind, feel free to change your answers. The end result should truly show how you really feel.

_____	A COMFORTABLE LIFE	(a prosperous life)
_____	AN EXCITING LIFE	(a stimulating, active life)
_____	A SENSE OF ACCOMPLISHMENT	(lasting contribution)
_____	A WORLD AT PEACE	(free of war and conflict)
_____	A WORLD OF BEAUTY	(beauty of nature and the arts)
_____	EQUALITY	(brotherhood, equal opportunity for all)
_____	FAMILY SECURITY	(taking care of loved ones)
_____	FREEDOM	(independence, free choice)
_____	HAPPINESS	(contentedness)
_____	INNER HARMONY	(freedom from inner conflict)
_____	MATURE LOVE	(sexual and spiritual intimacy)
_____	NATIONAL SECURITY	(protection from attack)
_____	PLEASURE	(an enjoyable, leisurely life)
_____	SALVATION	(saved, eternal life)
_____	SELF-RESPECT	(self-esteem)
_____	SOCIAL RECOGNITION	(respect, admiration)

_____ TRUE FRIENDSHIP (close companionship)

_____ WISDOM (a mature understanding of life)

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Below is a list of another 18 values. Rank these in order of importance in the same way you ranked the first list on the preceding page.

_____ AMBITIOUS (hard-working, aspiring)

_____ BROADMINDED (open-minded)

_____ CAPABLE (competent, effective)

_____ CHEERFUL (lighthearted, joyful)

_____ CLEAN (neat, tidy)

_____ COURAGEOUS (standing up for your beliefs)

_____ FORGIVING (willing to pardon others)

_____ HELPFUL (working for the welfare of others)

_____ HONEST (sincere, truthful)

_____ IMAGINATIVE (daring, creative)

_____ INDEPENDENT (self-reliant, self-sufficient)

_____ INTELLECTUAL (intelligent, reflective)

_____ LOGICAL (consistent, rational)

_____ LOVING (affectionate, tender)

_____ OBEDIENT (dutiful, respectful)

_____ POLITE (courteous, well-mannered)

_____ RESPONSIBLE (dependable, reliable)

_____ SELF-CONTROLLED (restrained, self-disciplined)

COMMUNICATION SYSTEMS AND COMMUNICATION BREAKDOWNS

AN INSTRUCTIONAL MODULE

Prepared and Developed by:
Dean L. Meinke
The University of Toledo

Pre-test

1. List four different kinds of communication patterns.

   a.

   b.

   c.

   d.

2. Which communication pattern would you use if you wanted everyone to participate?

   a.

3. Which communication network implies a heirarchy?

   a.

4. Given a multi-unit team comprised of a team leader, two cooperating teachers, three interns, and one parent aide and a situation in which teachers put down interns and the team leader while interns put down both the team leader and teachers. The parent aide reports that she doesn't have enough responsible tasks. Analyze this situation and make a recommendation to improve the efficiency and effectiveness of the unit.

Communication Systems and Communication Breakdowns

Introduction: The efficiency and effectiveness of a multi-unit team are related directly to the openess of the communication system developed by the team participants. In order to assure and facilitate the development of open communication lines within a multi-unit team, it is necessary that team members know the expected effects of several types of communication networks and can analyze and recommend solution alternatives to correct breakdowns in communication networks.

There are no prerequisites for this module.

The criterion of acceptable attainment of the objectives of this module is mastery of 80% of the items on the post test.

Behavioral Objectives:

1. The intern will be able to identify and to assign appropriate labels to four given configurations of communication networks.

2. The intern will be able to label appropriately the communication pattern type when given a description of the characteristics or properties of a particular communication network.

Exploratory Objective: The intern will participate in several communication networks in order to experience the effects of network structure upon his behavior.

Instructional Alternatives: There are two alternatives for the intern to accomplish the objectives of this module.

1. The intern will read the articles specified in the material's section and will participate in a multi-unit team session devoted to the improvement of communication lines within the team.

2. The intern will participate in several communication networks. A discussion will follow during which interns will share their feelings and thoughts concerning the experience. A contrived example of a communication problem in a multi-unit team will be presented and interns will analyze the situation, identify the problem, and recommend solution alternatives.

Materials: Communication Network Demonstration Kit, Briehart, J.K., Effective Group Discussion. Dubuque, Iowa: Wm. C. Brown Company Publishers, 1967, pp. 85 - 90.

Leavitt, H.J. Some effects of certain communication patterns on group performance. Journal of Abnormal Social Psychology, 1951, 46, pp. 38 - 50.

Shaw, M.E. Some effects of unequal distribution of information upon group performance in various communication nets. Journal of Abnormal Social Psychology, 1954, 49, pp. 547-553.

Post Assessment: Post-test.

Remediation: Repeat experiences with intern performing the communication demonstration with pupils in a school setting or require intern to repeat other instructional alternative.

Student Feedback:

1. Specify two (2) benefits which you have gained from the module.

2. Specify two (2) shortcomings which you have perceived during this module.

3. List any suggestions or recommendations that you may have to improve the module.

Post-test

1. List four different kinds of communication patterns.

   a.

   b.

   c.

   d.

2. Which communication pattern would you use if you wanted everyone to participate?

   a.

3. Which communication network implies a heirarchy?

   a.

4. Given a multi-unit team comprised of a team leader, two cooperating teachers, three interns, and one parent aide and a situation in which teachers put down interns and the team leader while interns put down both the team leader and teachers. The parent aide reports that she doesn't have enough responsible tasks. Analyze this situation and make a recommendation to improve the efficiency and effectiveness of the unit.